

The Chrysalids:

Chapter 6, 7, 8 -- Injustice and Complacency

Summary This lesson questions David's initial desire to run away from the society he deems as unjust. Does running away solve the problem or does it just let things continue out of sight? What about staying? By interrogating the difficult position those living in an unjust society face, and by connecting *The Chrysalids* to Ursula K. LeGuin's "The Ones Who Walk Away From Omelas," we will begin to examine the ethical quandary all of us will face, as we all participate in problematic social structures -- often without thinking about the implications of our actions or inaction.

Objectives Students should leave this lesson with a deeper understanding of injustice and the ethical murkiness surrounding living in an unjust society. They should begin to connect *The Chrysalids* to outside texts/issues.

Outcomes Met

- 1.2: Ask discerning questions to explore ideas and information
- 2.3: Ask and respond to questions, including those related to complex texts and tasks
- 4.1: Read a wide variety of print texts recognizing the relevance to their lives and community
- 6.2: Make connections between the ideas and information presented in texts and their own experiences
- 6.2: Make connections among the themes, issues, and ideas expressed in texts
- 6.4: Demonstrate a willingness to explore multiple perspectives
- 6.6: Articulate feelings about ambiguities in complex texts to clarify their understanding
- 7.8: Reflect on their responses to texts, considering their own and others' social and cultural contexts

Materials Chart paper for pro/con organization.

Pre-Work Ensure there are copies of "Omelas" for distribution.

Plan

Warm-Up (0.5 classes) 1. Read "The Ones Who Walk Away From Omelas" aloud. Have students underline important parts or parts that resonate as it is read aloud. How does this society parallel the society in *The Chrysalids*? What do both stories say about us? What does "Omelas" advocate? Ask students to keep track of questions/reactions to the story to share with class.

- Main Act** (1.5 classes)
1. Break into groups and ask: What do we do when we see injustice? David wants to run away; some people leave Omelas because they cannot participate in injustice. Is leaving productive? Half of the groups should address *The Chrysalids*, and half should address "Omelas." Have students, in their groups, either argue for or against the necessity for *leaving/withdrawing*.
 2. As a class, draw up lists detailing the problems with staying *or* going, as well as the virtues to each. Facilitate a class discussion on the difficulty of this position -- of being a member of an unjust society. How do we become *non-complacent*? How can we link this to real world examples (sweatshop labour and participating by buying just about anything in North America is a great link, and one that students may come up with individually)?

- Conclusion** (0.25 class)
1. Writing Prompt: *Consider a time when you have seen injustice. How did you react? Did you react at all? If you were in David's position, what would you do?* OR *Visually map the choices available to David or a citizen of Omelas in a Cause/Effect organizer.*

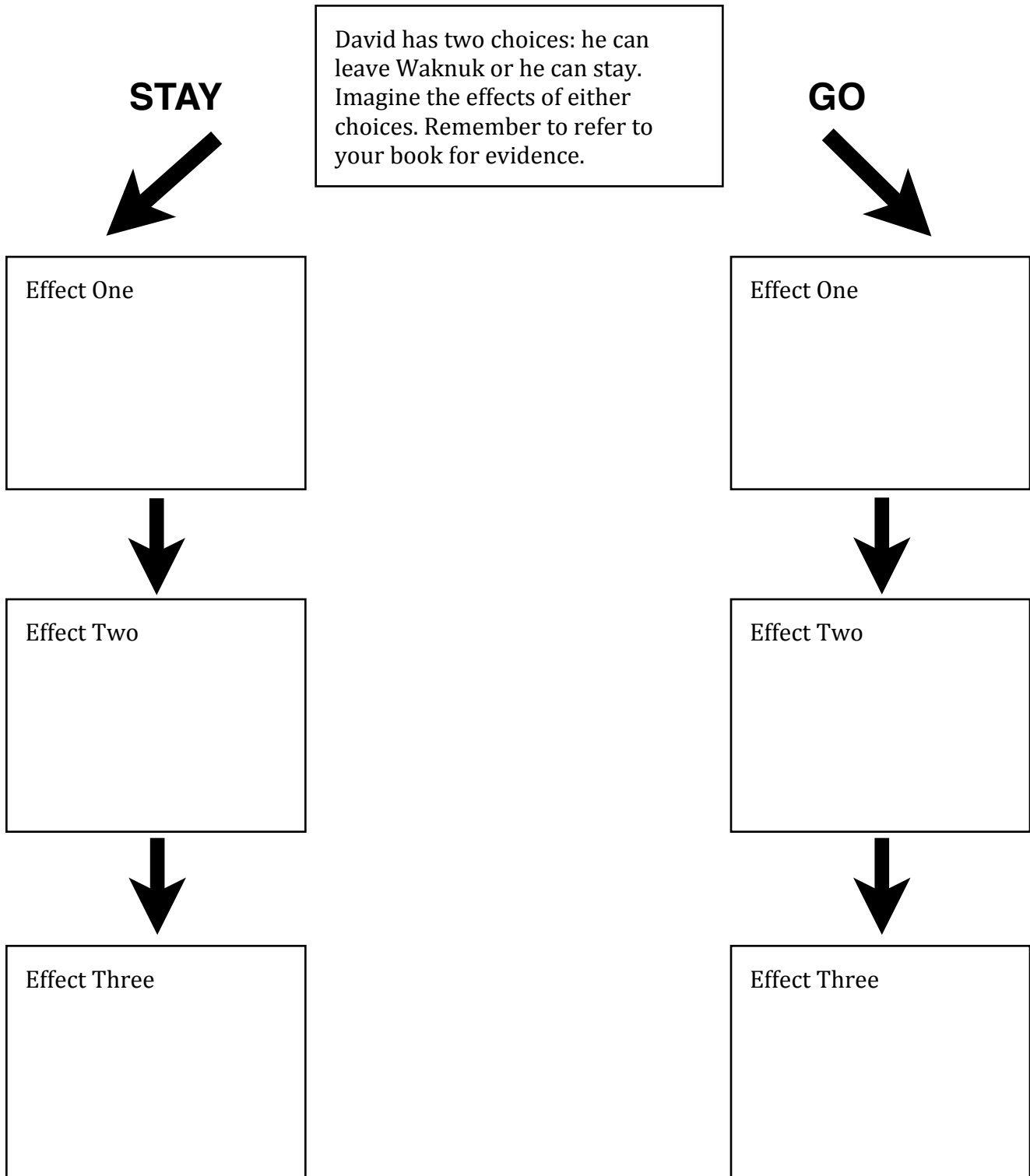
Assessment Informal assessment: Monitor student discussion to see if students are successfully making connections between "Omelas" and the novel, and then to the outside world.

Adaptations IPP: Student will use a visual organizer to trace David's choices and how they might play out for the writing prompt, instead of writing a paragraph or two.

Extensions Read the introduction to *Camp 14*. Recap Shin's life; he *had* to leave North Korea, but not lives nearby and works as an activist. Is this a good compromise? Tie the question to *real life*.

Research/ Resources Harden, Blaine. *Escape from Camp 14*.
Le Guin, Ursula. "The Ones Who Walk Away from Omelas."

Cause & Effect: David Leaving



Your Verdict: _____